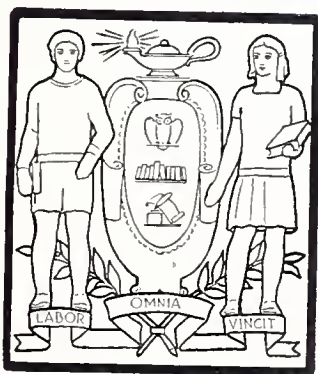




CUMULATIVE
PUPIL PERSONNEL RECORDS
ELEMENTARY AND SECONDARY SCHOOLS

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BULLETIN 81

1933

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FOREWORD

An adequate program of education makes the individual the center of all plans and procedures. This can be done only when the school is in possession of adequate, meaningful, and objective information concerning individual pupils.

For a number of years the College Presidents' Association, the Department of Public Instruction, and the Carnegie Foundation for the Advancement of Teaching, cooperating with a number of secondary schools in the Commonwealth, have experimented with the American Council Cumulative Personnel Record in connection with the Study of the Relations of Secondary and Higher Education in Pennsylvania. This project, which has been stimulated, guided, and aided through the efforts of Doctor W. S. Learned, Doctor Ben Wood, and Miss Anna L. Rose, has shown that the American Council Record is the most satisfactory instrument yet devised for presenting cumulative information concerning individual pupils.

The Committee on Records and Reports, appointed by the Department of Public Instruction to review the various forms of records and reports in use in Pennsylvania secondary schools, has developed an adaptation of the American Council Record to meet the needs of those desiring a more compact record than the American Council folder. The proposed form includes all of the essential items found on the original American Council card.

This report of cumulative personnel records for elementary and secondary schools was prepared by a sub-committee of which Mr. C. E. Hershey, Supervising Principal of Schools, Yeadon, was chairman. An advisory group consisting of Doctor E. D. Grizzell, University of Pennsylvania, Philadelphia; Doctor Philip A. Boyer, Director of Research, Philadelphia Public Schools; and Doctor Ben Wood, Teachers College, Columbia University, New York City, reviewed the work of the sub-committee. The committee worked under the direction of William H. Bristow, Chief, Education Bureau.

It is hoped that the essential elements of this record may be incorporated into the record keeping program of the schools of the Commonwealth.

The personnel of the general committee on Records and Reports is as follows:

T. B. Beatty, Principal, Radnor Township High School, Wayne, *Chairman*

Harold L. Holbrook, Assistant Director in Charge of Guidance, Department of Public Instruction

J. Y. Shambach, Director, Child Accounting Division, Department of Public Instruction

John F. Brougher, Assistant Director, Secondary Education, Department of Public Instruction

Henry J. Gideon, Director, Bureau of Compulsory Education, Philadelphia

H. A. Heath, State Teachers College, Indiana

Hugh M. Bell, formerly Principal of the High School, Indiana

Eugene P. Bertin, Supervising Principal, Muncy-Muncy Creek Joint School, Muncy

Everett S. Kelson, The William Penn Charter School, Germantown, Philadelphia

H. E. Brumbaugh, Supervising Principal, North Huntingdon Township-Irwin Borough-North Irwin Borough, Irwin

Edward E. Long, Principal of the High School, Millersburg

F. E. Stengle, Principal of the High School, Hummelstown

W. B. Henninger, Principal, Derry Township High School, Hershey

George Gilbert, Principal, Lower Merion Township High School, Ardmore

C. E. Hershey, Supervising Principal, Yeadon

Edward Worthington, Principal, Cheltenham Township Junior High School, Wyncote

Emma Christian, Principal, A. D. Eisenhower High School, Norristown

John E. Davis, Supervising Principal, Clymer

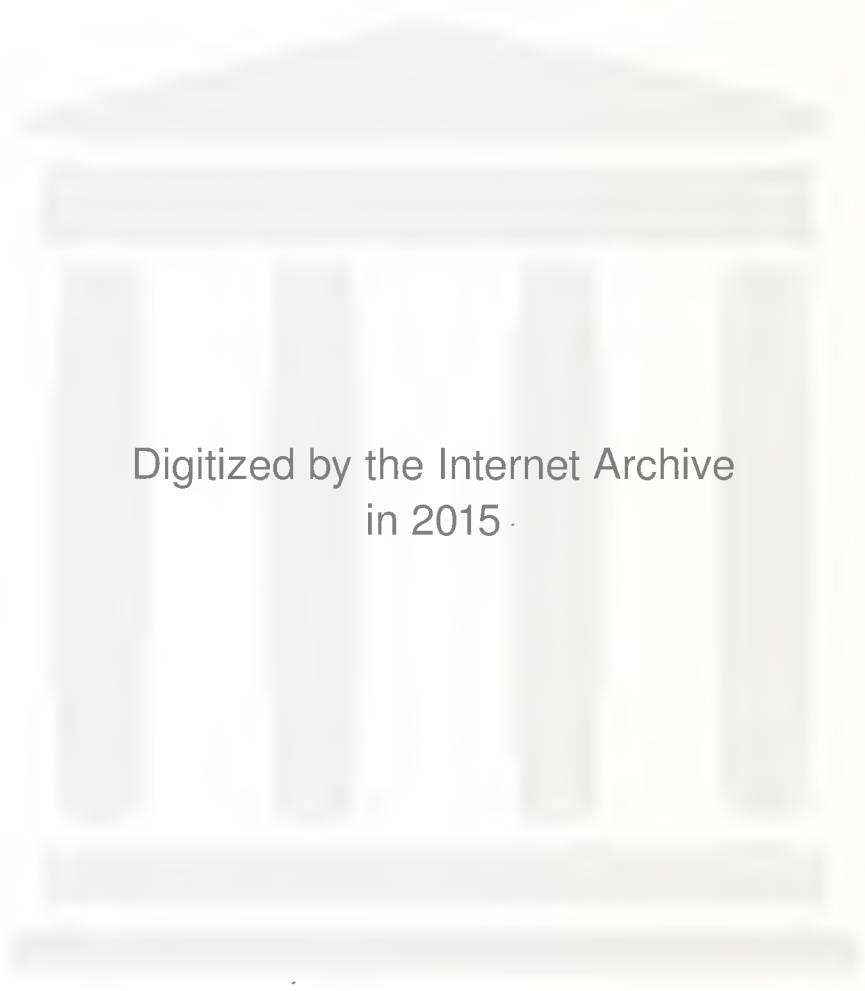
Other phases of the problem have been considered by the committee, and subsequent reports will cover these points.

May 31, 1933

JAMES N. RULE,
Superintendent of Public Instruction.

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CUMULATIVE PUPIL PERSONNEL RECORDS FOR ELEMENTARY AND SECONDARY SCHOOLS

THE VALUE OF CUMULATIVE PERSONNEL RECORDS

CUMULATIVE pupil personnel records are essential to insure the continuity of the guidance program of the school. A record of individual achievements and traits is indispensable to principals, counselors and personnel workers in advising pupils with reference to their curriculum program and in mobilizing emotionalized attitudes around ambitions which have been found feasible and attainable for the individual.

The cumulative record provides the necessary data for advising with parents and suggesting the adjustments which should be made in the interest of the school and home life of the pupil. Such a record is also needed for diagnosing individual difficulties and for suggesting remedial measures.

When properly used, the cumulative card should indicate to the school the degree to which curriculum practices meet the needs of the pupils for whom they are intended. Through such a personnel program school officials will be able to discover at an early date those individuals who have exceptional ability and whose program should be adjusted in accordance with their probable educational careers in institutions of higher learning.

Teachers should be able, through the use of the cumulative personnel record card, to know their individual pupils well enough so that they may adapt the instructional program to meet the individual needs, interests and capacities. The basis of remedial and diagnostic teaching is a knowledge of the individual pupil.

Research workers evaluating the effectiveness of the curriculum methods and procedures will find of value the cumulative study of individual pupils made possible by the personnel record card. While measures of central tendencies are valuable, it is only as an analysis of individual pupils is made which shows trends in growth that true measures can be determined.

For institutions of higher learning the cumulative personnel record card provides a meaningful case history of the pupil which will furnish a basis for determining whether or not the pupil will probably profit by attending the institution. The card also includes data for the proper placement of the pupil in his class, and provides the beginning of the personnel record to be built up by the college.

A further use of this type of a comprehensive cumulative record is for direct use with the pupil so that he may see just where he stands, and be benefited thereby in organizing his personal program to make his education more effective. Care must be exercised in using the record in this way. The Pennsylvania Study has demonstrated, however, that much good can be accomplished along the lines suggested,

GENERAL DESCRIPTION OF CUMULATIVE RECORD FORM

The cumulative record card provides annual spaces for all items of information that change, or may change, as the individual grows older. The cumulative feature of the card is such that information may be added from time to time, so as to show the interrelation of all data entered on the card, and that the card is arranged to cover a full year of growth instead of the usual nine- or ten-month period usually recorded. This is in marked contrast with the usual record system made up of many separate cards, each of which contains data covering only one phase of the pupil's activities, or activities for a very short period of time. The cumulative record gives a complete picture of the pupil's activities over a long period of time.

By referring to the gridiron, and other portions of the record, it is possible to observe trends of development over a period of years. (Note the trend that may be obtained by linking all the like subject tests with one another. One test is not a sufficient basis for an evaluation, but all of them taken together indicate something very definite.)

All entries are based on accurate measures and concrete observations. The cumulative record is designed to eliminate the petty non-essential items which are found frequently on records. When a teacher evaluates a pupil as of high intellectual ability, it is necessary to have evidence which substantiates this evaluation. Likewise, instead of "general impressions of the pupils," the record is designed to secure concrete observations that give evidence of traits, abilities, capacities, and trends.

The Pennsylvania Committee has developed for the use of schools not wishing to use the large American Council folder type, a modified record form approximately $8\frac{1}{2}$ " $\times$ 11" in size. This modified form may be used in the following ways:

1. It may be used as a visible record. For most schools a visible record is to be preferred because of the ease with which it can be handled, the added protection which the visible record file gives, and the facility with which it can be used.
2. It can be used as a card in a vertical file.
3. It may be filed in a manila folder in order to secure some of the folder features of the American Council card. Original materials may be kept in the folder with the permanent card and entered on the record as required.

The card form does not lend itself to duplication by the blue-printing method. If it is desired to use this service, both sides of the card can be printed on one side of a large sheet of paper which is prepared for blue-printing. It is possible, however, to have copies of the card made by photostating which is the most effective method now available for duplicating cards of this type.

SUGGESTIONS FOR COLLECTING AND ORGANIZING DATA

The information needed for installing a permanent record card may be obtained from the following sources:

1. Pupil registration form such as is suggested in this manual.
2. Curriculum election record.
3. By interviews:
 - a. With the pupil. Much of the data necessary for the record may be secured from a personal interview with the pupil. From this source information relative to the pupil's interests, accomplishments, and experiences can be secured. Evidences of these interests and accomplishments are what should be sought, rather than merely what the pupil says about them.
 - b. With the parents or guardian. Wherever possible, the personnel program of the school should include interviews with the parents, either in school or preferably in the home of the parents. Home visits often bring out significant personnel data not otherwise obtainable.
 - c. With other interested persons. Interviews with others who know the home, community, and vocational life of the pupil are often very helpful in providing important data for guidance purposes.
4. Through the use of a self-analysis questionnaire such as that outlined on page 19.
5. Teacher's estimate form filled in by the teacher in the school from which the pupil has transferred.
6. Many schools already have various types of permanent record cards such as: record of standardized tests, counselor's record, medical examiner's record.

INSTALLATION OF CUMULATIVE PERSONNEL RECORD SYSTEM

The installation of the cumulative personnel record system will depend upon the local school situation.

For most effective use, trained personnel workers are needed to carry out the guidance program and to develop personnel measures and practices. This provides centralization of responsibility under a competent, trained personnel worker, and the development of the organization, and the necessary summary records for use by teachers and others who have a part in the personnel program.

In smaller secondary schools, a teacher or principal usually is designated to coordinate the work. If possible the recording of materials on the records should be in the hands of someone who has been trained in this field although the fact that no such individual is available on the staff at the present time should not deter a school from installing a Cumulative Record System similar to the one recommended by the Committee.

As has been shown by those schools working with the American Council Folder, it is possible to use effectively a Cumulative Record Card in even the smallest school system. Procedures must be worked out to eliminate any unnecessary clerical work. A review of the amount

of time now used in school systems in the preparation and transcription of records reveals that the plan which is suggested here with some modification can be adopted without a greater expenditure of energy or time. Moreover, such a personnel record card lays the basis for a much more significant personnel program.

DIRECTIONS FOR MAKING ENTRIES—SECONDARY FORM

SIDE A

First vertical column. The first half of the vertical column at the left side of the card is to be used in summarizing the work of the pupil in the elementary school. On Side B this is to be used in summarizing any significant character traits which will aid in an understanding of the pupil in his new environment in the secondary school.

LINE 1. This line provides for the name and address of the student and also gives opportunity to indicate by the use of a suitable tab the number of credits which the pupil has, his intelligence, achievements, and age grade status.

LINES 2 to 5. This section is used in entering information concerning the pupil's home address, school address, and telephone number. Columns are provided for each year.

LINES 6 AND 7. Record mental and chronological age at point above proper month.

LINES 8 TO 19. It is recommended that the gridiron be used only for entering standardized test records and such other information as is available, such as height and weight. If local tests are constructed, it is possible to establish local percentiles for these tests. When entered on the gridiron, however, these should be designated as indicated on the chart.

Test data may be entered on the gridiron in two ways:

- a. Test results may be blocked, using peg stamps which may be secured from James H. Matthews and Company, 3942 Forbes Street, Pittsburgh, or from other reputable makers of stamps.
- b. If it is not desired to enter the test results using the peg stamp, test results may be written in using the four columns under each year for recording the date, name of test, score and rating. Each test entered should be placed on the proper percentile line.

It is much more satisfactory to use the stamp technique. India ink should be used to insure permanence of recording and satisfactory duplication.

LINES 20 TO 31. A column is provided for entering the marks for each semester or year with a third column which may be used either to summarize yearly marks or in case this is not desired, to enter summer school marks. A column is also provided for entering the credit allowed in each subject.

LINES 32 AND 33. Provide significant personnel information relative to pupil.

LINES 35 TO 38. Give information concerning parents. Address and telephone number should be written in pencil.

LINES 39 TO 44. The conduct of a student is frequently conditioned by his family relationships, and the record, therefore, provides for entering information concerning the pupil's brothers and sisters, as well as information concerning the language spoken in the home and the type of home community.

LINES 45 TO 49 are to be used for recording personality ratings. One of the most important entries on the cumulative record is the pupil's personality rating. There are no generally accepted objective tests to determine his growth and teachers' subjective ratings are still more unsatisfactory. In making these ratings the following general principles should be observed:

- a. The number of characteristics upon which each teacher is required to rate pupils should be small.
- b. Traits should be definitely defined.
- c. All ratings should be made upon the basis of concrete observations and actual knowledge of the pupil.
- d. Teachers should be given practice in using personality ratings.

To establish a common measure it is necessary that a common vocabulary be adopted so that as little error as possible may enter into the pupil's record. This is especially important in case of transfer from one system to another.

Having agreed upon a vocabulary of common terms, it is necessary to base the estimate on specific instances of excellence or a phase of excellence or its opposite.

Dr. Eugene Smith, Chairman of the Special Committee on Records for the Progressive Education Association, in his tentative report lists some fifteen Personality Qualities out of hundreds considered by his committee: (1) Intellectual Curiosity, (2) Imagination, (3) Power or Habit of Analysis, (4) Reading Ability, (5) Ability from other sources, (6) Perseverance, (7) Attitude toward responsibility—industry, (8) Versatility, flexibility—resourcefulness, (9) Open-mindedness, (10) Influence upon group, not leadership, (11) Will to perfection, (12) Attitude toward community life, (13) Emotional responses, emotional controls, (14) Dependability, (15) Critical attitude toward own and others' thinking and opinions.

For the purposes of the Cumulative Record and for simplicity, the following characteristics are suggested: (1) Industry, (2) Resourcefulness, (3) Perseverance, (4) Dependability, (5) Originality and Independent Thinking, (6) Influence upon one's own group (not leadership), (7) Open-mindedness.

To illustrate marking or rating *Industry*, one must keep in mind the

objective evidence the pupil in question presents in his attitude toward his duties and opportunities whether he shows unusual devotion to particular undertakings or whether he is one who cannot himself do his work, even with much help.

EXAMPLES: In English John makes use of every sort of material; theatre, museum, radio.

In French he reports on drama, music, etc. His information is from many sources, some most unusual.

In Latin he volunteers much information; he points out inconsistencies in "The Sign of the Cross," from his wide reading.

In Science he has made an electro-static machine and did not put it aside until he knew why it would not work. He has made collections of rocks, butterflies, etc. He has clippings and pamphlet materials on mechanics, etc.

In History he has made frequent trips to museums, studying the collections and attending lectures on his own initiative.

This boy would surely rate as plus 2 in *Industry*.

To illustrate rating *Perseverance*, it is necessary to be able to distinguish between self-controlled habits of perseverance and the habit of drifting from one thing to another with little or no motivation or power to drive one's self.

EXAMPLES: In English James took materials for a competitive contest, but, finding it difficult, abandoned the project. His assignments are rarely ready on time; one long-period essay was three months overdue.

In French James prefers to draw and write notes; when given a chance to do an extra amount of work in a given time, he shows some slight improvement. He loses his notebook repeatedly and needs frequent motivating.

In Science he never turns in extra work unless prodded for it. When urged to use his initiative he wants teacher to suggest something. He has left several projects uncompleted.

In Mathematics he is willing to do any number of Algebra problems when he finds a particular kind he can do; but when he strikes a snag or one that is harder, he tries a little and stops; or if he is not in the mood, he will stop without trying. This attitude is true in Geometry as well.

This pupil would rate minus 2 in *Perseverance* because of his drifting from one thing to another and his lack to drive.

It is suggested that each school develop its own list of Personality Characteristics; that these be defined in terms of concrete illustrations. When this is done, a fairly accurate estimate can be obtained whereby the pupil can be placed on the positive or the negative side of the scale ranging from neutral 0 to plus 1, plus 2, or minus 1, or minus 2.

In estimating personality qualities it is necessary to think in terms of specific examples.

LINES 52 TO 80. In this section pertinent personnel information is to be recorded concerning the pupil's school history, history outside of school, and during vacation periods. Information recorded in this section should be accurate, meaningful, and in so far as possible upon an entirely objective basis. Only items should be entered that are significant. The record is intended to give a picture of actual conditions and not merely a suggestive estimate of them. It is intended to bring out traits, capacities, abilities, and interests which characterize the individual and are of value in understanding him. Any unusual achievements or experiences are particularly important.

DIRECTIONS FOR MAKING ENTRIES—ELEMENTARY FORM

The same general instructions for making entries on the secondary school record form apply also to the elementary school record form. The elementary school record does not give as much attention to vocational experiences of the pupil and has fewer items than the secondary school form. Lines 1 to 50 are identical for both elementary and secondary forms, with the exception of subject records.

LINES 51 to 69 are intended to provide significant personnel information concerning the pupil's elementary school experiences.

SUPPLEMENTARY RECORD FORMS

I—THE REGISTRATION CARD

In analyzing the American Council forms, we find that a considerable amount of information relative to the pupil is more or less permanent, particularly with regard to the family history. Instead of having this information given rapidly upon each term's application of the pupil self-analysis form, it seems desirable to have this basic information given in connection with the pupil's registration for high school and lower grades. From this registration card may be obtained family and related data to be posted on the cumulative record card.

Registration may be made at the beginning of each school year, at the close of the previous school year or at the time of admission to the secondary or elementary school. Many districts, however, have registration only upon entrance to the school.

REGISTRATION FORM

(To be filled out when pupil first enters school)

School		Grade	Room	Sex	Color	Date
Last Name	First Name	Middle Name		Address		Telephone
Place of Birth		Date of Birth		Change in Address		Telephone
Schools Previously Attended						
Name	Location	Grades	Dates	Reason for Leaving		
Information About Parents						
Name	Health	Religion	If not living date of death	Place of birth	Date of arrival in U. S.	How far in school

Brothers			Sisters				
Age	Address	Schooling	Occupation	Age	Address	Schooling	Occupation

Language and Other Data

Language spoken in your home by your parents: Before you were ten years old _____ After you were ten years old _____

Do your parents live together? _____ Where did you live: (Check)

Do you live with one or both of your parents? _____

If not, with whom? _____

How do you travel to school? (UnderSCORE) Before 10 years of age After 10 years of age

Walk	Street	Car	Auto	Train	County	----- ()	County	----- ()
How far do you travel to school?					City	----- ()	City	----- ()
How much time is required daily in going to and from school?					Borough or township	----- ()	Borough or township	----- ()

II—CURRICULUM ELECTION RECORD

A. The curriculum election record is to be placed on the reverse side of the registration form.

B. The purposes of a curriculum election record.

The use of the curriculum election form is based upon the need for having definite educational and vocational aims in high school attendance. So many pupils and parents learn at high school graduation that the student does not have the high school preparation which will permit him to attend college or to enter his chosen vocation. Many have taken non-college preparatory courses, only to find that they wish to attend a higher institution of learning. Moreover, collegiate institutions have such a range of entrance requirements that it is often necessary to plan college preparation at the beginning of the high school course. The curriculum election record signed by pupil and parent, after it has been filled out as a part of the guidance counseling service of the school, will obviate many difficulties.

C. The curriculum choice made at the beginning of the high school period is not unalterable. It does mean, however, that the pupil's school program shall be well thought out and maintained unless sufficient reason is shown for change.

D. The election record and the parent.

No election record should be considered in final form without the signature of the parent. The election record will form the basis for conferences and make certain that proposed electives have been reviewed.

(Reverse side of Registration Card)
CURRICULUM ELECTION RECORD*

SUBJECTS**

7	8	9	10	11	12

Indicate Changes in the Space Below

7	8	9	10	11	12

- For the Pupil:
 - For what vocation are you preparing?
 - If you plan to go to college, what college?

2. For the Parent: _____ What course? _____ When? _____

To the High School Principal:

I have examined the above tentative curriculum and it has my approval. It is understood that changes in the program may be made with my consent and the consent of the school. I have checked the registration form and have found it correct.

Approved _____

Counselor

Signed: _____

Parent

Approved _____

Principal

Date: _____

* An adaptation of this form will have to be made for schools having mid year promotions.

** If seventh and eighth grade courses are largely core material (few electives), fill in only electives. Junior high school pupils will fill in courses for grades 7, 8 and 9; senior high school pupils, courses for grades 10, 11 and 12. In four year high schools the ninth year forms the articulating and exploratory year.

III—THE TRANSFER CARD

A. The cumulative record as a transfer card.

The cumulative record sent on from the school previously attended by the pupil obviously is the best transfer card.

B. The articulation of incoming transfer cards.

While there might be some advantage in having a standard cumulative record card in use throughout all the schools of the State, such a practice is not to be expected in the near future. It is expected, however, that the incoming transfer card will become a part of the cumulative record system built up when necessary for the new pupil.

IV—TESTS AND MEASUREMENTS

A. The place of tests and measurements in a pupil record.

An understanding of the pupil implies that as much as possible shall be known of the individual in terms of three groups of traits: the general intelligence traits; the special interest and aptitude traits; and the character and personality traits. Scholastic records or subject instruction accomplishment give a fair index of general intelligence or academic ability traits.

B. The desirability of preserving the result of each of the tests summed up in a final score.

The standard types of objective tests, however, have certain diagnostic value which should not be over-looked. Most of our tests are in reality a battery of tests. The measure of success shown in the score of each sub-division test gives a key to points of scholastic strength or failure. It is important then that test results cross-sectioning the entire test be made available as well as the final score.

V—PUPIL SELF-ANALYSIS FORM

A. The purposes of the self-analysis form.

1. To assist the school in understanding significant interests and aptitudes often not known through regular school channels.
2. To aid the pupil himself in discovering his own trends in terms of interests, activities, and plans for the future.

B. How it should be filled and when.

Pupils will not take a self-analysis form, the filling of which is done by the teacher, any more seriously than they take that same teacher in other lessons or projects. Many principals themselves supervise the filling of these forms; in other schools it is the homeroom teacher, and may well be the latter. This can be done during the regular homeroom period. In many schools the parents are asked to cooperate in filling these forms.

SELF-ANALYSIS FORM

Date _____

School _____

TO THE PUPIL: This blank form is designed to assist you in planning for your future education and vocation, and to enable the school to be of greater service to you. The information you give will be considered confidential.

Name _____ Grade _____ Section _____
 Last First Middle

SECTION I. ACTIVITIES AND INTERESTS

1. Do you have any hobby such as music, sports, handwork, making a collection of something, outside club work, work with machines or tools, or something to which you give time outside of school? _____

If so, explain briefly what it is and how much time you give to it. _____

2. Of what organizations are you a member? _____

What offices do you hold? _____

Are you very deeply interested in one or more things either in connection with your school work or outside of school? If so, what? _____

How long have you had this interest? _____

How much time per week do you give to it? _____

Is there anything in which you think you would be deeply interested if you had the chance? _____

If so, what? _____

What do you do in the way of amusement after school and on Saturday? _____

How much time weekly? _____

3. Have you done anything during the past six months that you or your friends consider very unusual, such as wide travel, unusual improvement in school work, or deed of heroism? _____

If so, please explain: _____

4. Has anything unusually fortunate happened within the past year that has changed your life very much, such as improved home conditions, or unforeseen opportunity for further education? _____

If so, please explain: _____

5. Has anything very unfortunate happened within the past year that has changed your life very much, such as death of parent, financial reverses, or continued illness? _____

If so, please explain: _____

6. How did you spend last summer's vacation?—Explain briefly what you did in the way of work, play, travel, visiting, going to school, etc. _____

7. Give in the outline below an account of any work for which you received pay during the past summer vacation or after school and on Saturdays during this semester:

	Kind of work done	How long did you hold job	Hours per day	Pay per day, hour or week	Did you re- ceive any pro- motion or in- crease in pay? If so, explain:	Did you like the work	If given up, why?
Vacation Employment							
After School Employment							

SECTION II. SCHOOL WORK AND PLANS FOR THE FUTURE

- Have you received during this semester any loan, gift, or scholarship to enable you to stay in school? _____
If so, from whom? _____ How much? _____
How long will this help be given? _____
- Do you have a quiet room in which to study in the evening at home? _____
When do you do most of your studying? In school hours? _____
Outside of school hours? _____
Where do you do most of your studying? At home? _____ At school? _____
At the library? _____
About how many hours each week do you study your lessons at school?

About how many hours each week do you study outside of school? _____
- How many more years do you expect to remain in this school? _____
What course are you taking? _____
Do you expect to continue in this course? _____
If you expect to change course, to what? _____
Do you plan to transfer to any other school? _____
If so, when? _____ To what school? _____
Why? _____
Do you expect to go to college? _____ If so, where? _____
Have you decided what course you will take? _____
If so, what? _____
- What study is the easiest for you? _____
What part interests you most? _____
- What study is the most difficult for you? _____
- What occupation would you like best to follow as a vocation? _____
 - Why do you give this work as your first choice? _____
 - What are two or three of the most important duties of this occupation? _____

7. What is your second choice in a vocation? _____ Third choice? _____
 8. What vocation have your parents or friends suggested which they think you should follow? _____
Who suggested this? _____
 9. What teacher or teachers have talked over your future with you? _____
 10. What future plans do your parents have for you? _____
-

VI—HOME VISIT RECORDS

It is suggested that home visit records be kept on a form adapted to the needs of the local school district or on a plain sheet of paper 8½" x 11".

VII—PUPIL-TEACHER CONFERENCE RECORD

The record of conference with pupils may be kept on a special form, but for the needs of the ordinary school a plain sheet of letter paper or a plain 5 x 8 card will be satisfactory.

VIII—HEALTH CARD

A. Form 92 of the Pennsylvania Department of Health.

This is the standard card for use in the Pennsylvania public schools. The Department of Health has asked that this form be included in the cumulative record plan of the Pennsylvania public schools.

B. Other health data.

The teacher's estimate form suggested as part of this cumulative plan contains several of the more outstanding items with regard to health. Other data will be on file in the medical record of the school.

C. The place of the health card in the cumulative plan.

Form 92 of the Pennsylvania Department of Health properly filled gives teacher and principal an understanding of the physical basis for social and academic achievement. Every effort should be made to see that the health card is passed on from elementary to secondary schools and its place in the cumulative record system maintained.

IX—TEACHER'S ESTIMATE CARD

A. The teacher's estimate form is intended to be used when a pupil transfers from one school to another or enters high school. It is not necessary where adequate personnel data are carried by other forms. It is important that the teacher should be objective in filling out this form and should enter only significant data.

TEACHER'S ESTIMATE FORM

School District _____

Name of Pupil _____ Address _____ Date _____

School _____ Grade _____ Age: Yrs. _____ Mo. _____

Teacher _____ Subject Teacher () Home Room Teacher ()

To THE TEACHER: This estimate is intended to help pupils make a better adjustment in the new school situation in which they are likely to find themselves at the end of this school year. You have had the pupil here indicated for a period of months or years. Out of this experience may reasonably have come a better understanding of this individual; how he may be encouraged or otherwise stimulated to do his best. Kindly indicate here for his next teachers, information which will assist in making his new adjustments.

I. SUGGESTIONS FOR UNDERSTANDING THE PUPIL

A. In School Studies

<i>Defect</i>	<i>Check</i>	<i>How Defect is Known to You</i>
1. Sight	()	_____
2. Hearing	()	_____
3. Good Health	()	_____
4. Nervous Control	()	_____
5. Other Defects	()	_____

Other Conditions Affecting School Studies

6. Foreign language spoken in home (). What language _____
7. Employed occupationally out of school (). Nature of work _____

Hours weekly _____

8. Home study conditions _____
9. Home influences _____

How shown _____

10. Abilities in school subjects greater than apparent (). In the following: _____

-
11. Work Habits: Use of time _____
- Assignments ready on time _____
- Use of materials _____ Self-reliance _____
- Specific suggestions for improving school work _____
-

LAST NAME

FIRST

MIDDLE

RELIGION

DATE AND PLACE OF BIRTH

SEX

COLOR

18

M F

W C

NAME		HEALTH	RELIGION	DECEASED DATE	PLACE OF BIRTH	ARRIVED IN U.S. DATE	OCCUPATION	EDUCATION DEGREE AND KIND	ADDRESS	PHONE		
35	FATHER											
36	MOTHER											
37	STEP PARENT											
38	GUARDIAN											
39	A	AGE	LIVING AT HOME	SCHOOLING	OCCUPATION	B	AGE	LIVING AT HOME	SCHOOLING	OCCUPATION	LANGUAGE SPOKEN IN HOME	
		BEFORE 10										
		AFTER 10										
		TYPE OF HOME COMMUNITY										
		BEFORE 10										
40	BOYS IN FAMILY										AFTER 10	
41											IF PARENTS ARE SEPARATED - DATE	
42												
43												
44												
45	PERSONALITY RATINGS	+ 2										
46		+ 1										
47		N										
48		- 1										
49		- 2										
50		19	19	19	19	19	19	19	19	19		
51												
52	GRADE	ACHIEVED										
53		ATTENDED										
54	NO OF DAYS	ATTENDED										
55		ABSENT										
56	PHYSICAL DISABILITIES											
57	HEALTH											
58	MENTAL HEALTH											
59	SOCIAL ADJUSTMENTS											
60	CLASS TEACHER OR ADVISOR											
61	NAME AND TYPE OF SCHOOL											
62	REASON FOR LEAVING											
63	NOTABLE ACCOMPLISHMENTS, UNUSUAL EXPERIENCES											
64	EXTRA CURRICULUM ACTIVITIES & INTERESTS											
65	SUMMER EXPERIENCES											
66	HOME CONDITIONS											
67	EDUCATIONAL SUGGESTIONS											
68	INTEREST REPORTED											
69												

LAST NAME

FIRST

MIDDLE

RELIGION

DATE AND PLACE OF BIRTH

SEX

COLOR

18

M F

W C

NAME		HEALTH	RELIGION	DECEASED DATE	PLACE OF BIRTH	ARRIVED IN U.S. DATE	OCCUPATION	EDUCATION DEGREE AND KIND	ADDRESS	PHONE	
35	FATHER										
36	MOTHER										
37	STEP PARENT										
38	GUARDIAN										
	A	AGE	LIVING AT HOME	SCHOOLING	OCCUPATION	B	AGE	LIVING AT HOME	SCHOOLING	OCCUPATION	LANGUAGE SPOKEN IN HOME
39	BOYS IN FAMILY					GIRLS IN FAMILY					BEFORE 10
40											AFTER 10
41											TYPE OF HOME COMMUNITY
42											BEFORE 10
43											AFTER 10
44											IF PARENTS ARE SEPARATED - DATE
45	PERSONALITY RATING	+2									
46		+1									
47		N									
48		-1									
49		-2									
50		19	19	19	19	19	19	19	19	19	
51											
52	GRADE	ACHIEVED									
53		ATTENDED									
54	NO. OF DAYS	ATTENDED									
55		ABSENT									
56	PHYSICAL DISABILITIES										
57	HEALTH										
58	MENTAL HEALTH										
59	SOCIAL ADJUSTMENTS AND HOME CONDITIONS										
60	DISCIPLINE										
61	COUNSELLORS										
62	NAME AND TYPE OF SCHOOL										
63	REASON FOR LEAVING										
64	NOTABLE ACCOMPLISHMENTS, UNUSUAL EXPERIENCES										
65	CLUBS, OFFICES										
66	EXTRA	ATHLETICS									
67	CURRICULUM	HRS PER WK.									
68	EXPERIENCES	NON-ATHLETIC									
69		HRS. PER WK.									
70	VOCATIONAL EXPERIENCES	TYPE AND DURATION									
71		WK. PAY									
72		HRS. PER WK.									
73	SUPPORT OF SELF AND DEPENDENTS										
74	LOANS AND SCHOLARSHIPS										
75	STUDY CONDITIONS AND HRS OF STUDY PER WK.										
76	SUMMER EXPERIENCES										
77	EDUCATIONAL PLANS										
78	EDUCATIONAL SUGGESTIONS										
79	VOCATIONAL AND PROFESSIONAL PREFERENCES										
80	INTEREST REPORTED										

B. Extra Curricular

	<i>Quality.</i>	<i>Hrs. Wk.</i>
1. Instrumental Music _____	_____	_____
2. Athletics _____	_____	_____
3. Writing _____	_____	_____
4. Leaderships _____	_____	_____
5. Vocal Music _____	_____	_____
6. Dramatics _____	_____	_____
7. Public Speaking _____	_____	_____
8. Others _____	_____	_____
9. Leadership in group activities. Describe: _____	_____	_____

10. Business, mechanical or other vocational interests. Describe: _____

11. Employment or other vocational experiences. Describe: _____

12. Does he contribute to support of family? To what extent? _____

13. Unusual abilities, accomplishments or experiences: Give evidence _____

C. Strong Points in Character and Personality

<i>Points</i>	<i>Specific instances in which traits have been shown</i>
1. Industry () _____	_____
2. Resourcefulness () _____	_____
3. Perseverance () _____	_____
4. Dependability () _____	_____
5. Originality and Independent Thinking () _____	_____
6. Influence upon one's own group (not leadership) () _____	_____
7. Open-mindedness () _____	_____

II. SUGGESTIONS FOR STIMULATING PUPIL to his best accomplishment

III. HAVE YOU SUGGESTIONS that you would like to personally discuss with the next teacher or principal? Yes () No ()

NOTE: This form may come to the teacher with items arranged so as to articulate with the American Council Cumulative Record, or the Pennsylvania modification of that form.

